

JDC International  
Development Program

PD-ABN-105  
90945



711 Third Avenue  
New York, NY 10017 USA  
(212) 687-6200  
Cables: Jointdisco New York  
Telex: 62873  
Telefax: (212) 370-5467

Sylvia Hassenfeld  
President JDC

Aryeh Cooperstock  
Executive Director

Michael Schneider  
Executive Vice-President JDC

Henryka Manès  
Deputy Director

August 13, 1992

Ms. Donna Frago  
PVO Project Officer  
USAID  
320 21st Street, NW  
Room 4440NS  
Washington, DC 20523

Dear Donna,

As per our conversation today, please find enclosed two copies of the JDC Czechoslovakia project mid-term evaluation report.

As you suggested, we will await comments and questions from your field and Washington offices as well as from our field and headquarters staff and submit them all together to the evaluation team.

Warm regards,

Henryka Manès

Advisory Committee  
Elaine K. Winik  
Chair  
Rabbi Alexander Schindler  
Co-Chair

Joseph Ain  
Alan Batkin  
Froma B. Benerofe  
Ellen Block  
Robert Boas

Elliott Cohen  
John C. Colman  
Heinz Eppler  
Raymond Epstein  
Annette Dobbs

Harold Friedman  
Emanuel Goldberg  
Edythe Roland Grodnick  
Barbara Hochberg  
Roberta Holland

Saul Kagan  
Judith A. Levy  
Leon Levy  
Rabbi Marshall T. Meyer  
Rebecca Newman

Ivan J. Novick  
Suzanne Parelman  
Dorothy Reitman  
Eugene Ribakoff  
Donald M. Robinson

Kenneth Rubens  
Howard Rubin  
Samuel J. Semel  
Betsy R. Sheerr  
Herbert M. Singer

Wilma S. Tisch  
Esther Treitel  
Sandra Weiner  
Leah Zell-Wanger  
Lois Zoller



External Mid-Term Evaluation of Project: Training Institute  
for Professionals/Model Community Living Arrangements  
(Prague, Czechoslovakia)

August, 1992

Ralph Fessler, Ph.D.  
Professor of Education  
Director, Division of Education  
The Johns Hopkins University

Marjorie A. Fessler, Ed.D.  
Supervisor, Special Education  
Evaluation  
Kennedy Krieger Institute

## TABLE OF CONTENTS

Executive Summary . . . . .	1
External Mid-term Evaluation of JDC Project . . . . .	1
Title . . . . .	1
Background . . . . .	1
Project Description . . . . .	1
Purpose of Evaluation . . . . .	3
Study Questions . . . . .	3
Economic, Political, and Social Context of the Project . . . . .	6
Lack of Legal Structure to Accommodate Non-Governmental Agencies . . . . .	7
Change of Personnel in Key Governmental Positions . . . . .	8
Competition for Limited Social Service Resources . . . . .	9
Bureaucratic Mentality and Lack of Sense of Personal Empowerment . . . . .	9
Commitment to Institutionalization as Treatment of Choice for People with Disabilities . . . . .	10
Team composition and study methods . . . . .	10
Findings and Conclusions Related to the Study Questions . . . . .	13
Findings and Conclusions Related to Training of Professionals who Provide Care for Individuals with Disabilities . . . . .	13
Recruiting Quality Expatriate Professionals . . . . .	
Recruiting of Czechoslovakian Counterparts for Training . . . . .	13
Developing a Curriculum Addressing the Specific Needs of Czechoslovakian Professionals . . . . .	14
Implementing Training Program . . . . .	14
Identifying and Training of Supervisors . . . . .	15
Training of CLA Professionals Within the Training Program . . . . .	16
Findings and Conclusions Related to the Integration of Training Programs with Existing Academic Programs and Facilities. . . . .	17
Establishing Specialized Training Institute Under the Auspices of Charles University . . . . .	17
Organizing Seminars, Symposia, and Joint Teaching with Charles University . . . . .	17
Providing Charles University with a Basic Professional Library . . . . .	18
Using Existing Charles University Facilities to House and Train Czechoslovakian Professionals . . . . .	18
Obtaining Special Status for JDC Professionals to Enable Them to Participate in All University Facilities . . . . .	19
Findings and Conclusions Related to the Establishment of Community Living Arrangements (CLAs) . . . . .	19
Obtaining and Equipping Apartments . . . . .	19
Developing Programs to Care for Individuals Residing in CLAs . . . . .	20

C

Hiring and Training Czechoslovakian Practitioners in the Home Care of Individuals with Disabilities . . . . .	20
Monitoring and Supervising Local Practitioners Serving the Residents . . . . .	20
Findings and Conclusions Related to the Effectiveness of the Project Staff in Providing Ongoing Treatment and Support Services for CLA Residents . . . . .	21
Findings and Conclusions Related to Viability of DUHA as a Partner and Primary Service Provider for the CLAs . . . . .	21
Recommendations Related to Principal Project Objectives . . .	23
Recommendations Related to Training Professionals in the Theory and Practice of Care for Individuals with Disabilities . . . . .	23
Recommendations Related to Encouraging Integration of Training Programs Within Existing Academic Programs and Facilities	26
Recommendations Related to Establishing Community Living Arrangements (CLAs) . . . . .	29
Recommendations Related to Providing Comprehensive Treatment and Support Services for CLA Residents .	32
Recommendations Regarding DUHA as a Viable Partner . . .	32
Summary and Final Conclusions . . . . .	33

d

## **Executive Summary**

This report is an external mid-term evaluation of the project "Training Institute for Professionals/ Model Community Living Arrangements, Prague, Czechoslovakia." The primary objectives of this project were to:

1. Provide training and curricula in current Western theory and practice of caring for individuals with disabilities through the establishment of a training institute.
2. Encourage integration of training programs within existing academic programs and facilities at Charles University.
3. Establish Community Living Arrangements (CLAs) to provide housing facilities with support services for individuals with severe disabilities to enable them to remain in the community and lead active self sufficient lives.
4. Provide comprehensive treatment and support services to CLA residents as an essential component of an overall community-based delivery system.

The purpose of this mid-term evaluation is to serve as an assessment of the implementation strategies utilized by the Project to achieve its goals and the extent to which Project goals have been met to date. The findings, conclusions and recommendations presented in this report should allow JDC and AID

to assess project accomplishments and to consider options for revising or modifying the implementation plan.

The study methods use in this evaluation were centered around strategies to gather information to answer a series of study questions related to the Project's success in accomplishing its primary objectives and major planned activities. An additional question pursued was whether DUHA should be embraced as a viable partner for the Project and a main service provider for the CLAs. In addition to reading relevant documents related to the Project, the evaluators interviewed the co-directors, the expatriate professionals who served as instructors for the first cohort, the project staff, members of the first training cohort, representatives from Charles University, leaders of parent groups, the AID representative at the American Embassy in Prague, local government officials, the outgoing Minister of Health, and several other individuals involved in humanitarian and special education activities related to the project.

Based on the evidence gathered, it was concluded that the Project has been very successful in designing and implementing a high-quality training program for Czechoslovakian professionals to familiarize them with Western theory and practice for caring for individuals with disabilities. In addition, considerable progress has been made toward the goals of integrating the training institute into the existing structure of Charles University, especially in the areas of support and endorsement of the University administration. More needs to be done to

encourage University faculty to become invested in the Institute and the Project. Progress toward the goal of establishing Community Living Arrangements (CLAs) has been slowed because of factors in the current political, social and economic climate such as: lack of a legal foundation and infrastructure to accommodate Non-Governmental Agencies (NGO's); change of personnel in key government positions; competition for limited social service resources; bureaucratic mentality and lack of sense of personal empowerment; and the continuing commitment to institutionalization as the treatment of choice for people with disabilities. It was further found that although DUHA has had limited experience in the CLA field and in the management of large and complex endeavors, the organization and its energetic leader are committed to the goals and values embedded in this Project.

A number of specific recommendations were offered to build upon the many successes of the Project and to suggest some alternatives for future implementation activities. Regarding the training institute, recommendations included: greater involvement of expatriate professionals in planning and evaluating program components; consideration of alternative formats to enable participants more opportunities to apply and explore ideas gained from in the institute in their own professional work settings; videotaping sessions conducted by expatriate instructors and inclusion of these tapes in the Institute's professional library; including sessions on topics

that will support participants' efforts in creating and maintaining societal changes in the ways people with disabilities are served; and inviting key government officials to selected Institute sessions designed to heighten their awareness and interest in alternative living arrangements for people with disabilities.

Recommendations regarding the goal of integrating Institute activities into existing programs at Charles University centered around the need to encourage greater faculty participation. Suggestions encompassed including Charles University faculty in more Institute sessions; encouraging more interaction between faculty and expatriate professionals; exploring the possibility of selected graduate students at Charles University pursuing advanced degrees at Western universities; eventual integration of library materials into Charles University Library, accompanied by appropriate faculty orientation; and offering opportunities for Charles University faculty to participate in the evaluation of the efficacy of the Institute activities and the CLA arrangements.

Regarding the CLAs, it was recommended that training of counselors be integrated with the development of individualized plans for actual CLA residents; existing training manuals and curricula for preparing CLA personnel be reviewed and considered; a "phase in" approach be considered in placing residents in CLAs; care be taken to assure continuous training and supervision of



CLA counselors; and that the Project should support additional training for the CLA supervisors and DUHA staff.

Regarding DUHA, it was recommended that this group be embraced as a viable partner and a main service supplier for the CLAs providing that adequate training in professional and management skills is offered, adequate supervision is furnished, and the fiscal control is maintained by JDC or a designated intermediate group.

A final conclusion offered was that the evaluators were very impressed with the vision, leadership and direction given to this project by its co-directors, Pesach Gitelman and Stefan Rothchild, and with the potential this Project has for making a difference in the lives of individuals with disabilities. The Project had been very successful in reaching its goals despite the problems encountered in the current political, social and economic climate. Future success in realizing the Project's mission will be facilitated by the emergence of strong advocacy groups to champion the integration of people with disabilities into the mainstream of Czechoslovakian society. This Project has identified a number of individuals who may emerge in such leadership roles, and is in the process of empowering them with the necessary knowledge and skills to influence future directions in Czechoslovakia (or its successor states) regarding individuals with disabilities.

External Mid-term Evaluation of JDC Project  
in Prague

Title: Training Institute for Professionals/Model Community  
Living Arrangements, Prague, Czechoslovakia

Background

This Project is funded at \$1,426,000 (AID and PVO) under  
Grant EUR-0032-A-00-1023-00.

Grant period: April 1, 1991-March 31, 1994

Project Description

The initial JDC contacts for this project were with Mrs. Olga Havelova and her Good Will Foundation. Mrs. Havelova, the wife of the then President, provided general support and encouragement for the Project. Additional early support came from the late Desider Galsky, President of the Jewish Religious Communities Council of the Czech Republic, who worked closely with Mrs. Havel and others to encourage JDC to pursue this Project and to facilitate its activities. The training institute established by the Project is named for Desider Galsky.

The JDC Training Institute for Professionals/Model Community Living Arrangement in Prague, Czechoslovakia addresses three important needs related to the care of individuals with disabilities:

1'

1. It provides training and curricula in current Western theory and practices to professionals who serve individuals with disabilities through establishment of a training institute (The Desider Galsky Training Institute, or DGTI). The DGTI provides these professionals with the opportunity to learn about current Western theories regarding individuals with disabilities as well as modern intervention techniques and service delivery systems. Such information was unavailable prior to the inception of this Project.
2. It encourages the integration of the DGTI with existing academic programs and facilities. This effort helps to assure program continuity and maintenance beyond the JDC presence.
3. It establishes housing facilities and support services through Community Living Arrangements (CLAs) for individuals with disabilities, thus allowing residents to remain in the community and to lead active, productive lives. It is expected that these CLAs will serve as models for others, thereby reducing the incidence of institutionalization for individuals with disabilities and contributing to a better quality of life for them.

### Purpose of Evaluation

The purpose of this mid-term evaluation is to serve as an assessment of the implementation strategies utilized by the Project to achieve its goals. Specifically, efforts have been made to determine whether those strategies listed in the Annual Workplan for FY 1991 have been effective in meeting the objectives of the Project.

This evaluation will:

1. enable JDC and AID to assess the implementation of the Project to date
2. enable JDC to revise implementation plans as necessary to achieve the impact desired (as described in the approved implementation plan).

### Study Questions

The following questions will serve as a framework for the evaluation:

1. In their training of professionals (academics, administrators, and direct service personnel) who provide care for individuals with disabilities, has the Project staff
  - a) recruited top quality expatriate professionals with both practical and teaching experience in the field of care for those with disabilities?

- b. recruited Czechoslovak counterparts for training to form a nucleus of specialized professionals who will deliver better care and, in turn, be able to train other local professionals?
  - c. developed a curriculum addressing the specific needs of the Czechoslovakian professionals?
  - d. implemented a training program in the theory and practice of care for individuals with disabilities?
  - e. identified candidates and provided additional training in supervision techniques and management to the supervisors of the newly trained professionals?
  - f. trained CLA professionals within the training program?
2. In encouraging integration of training programs with existing academic programs and facilities, has the Project staff
- a. established a specialized Training Institute for the training of professionals in the treatment of persons with disabilities, under the auspices of Charles University?
  - b. organized seminars, symposia, and joint teaching with Charles University?

- c. provided Charles University with a basic professional library of Western books, journals, periodicals, etc.?
  - d. used existing Charles University facilities to house and train Czechoslovakian professionals?
  - e. provided Charles University with student stipends which the University disburses?
  - f. obtained special status for professional JDC trainees to enable them to participate in all University facilities?
3. In the ~~est~~establishment of Community Living Arrangements (CLAs), ~~wh~~hich provide housing facilities and support services ~~to~~ individuals with disabilities to enable them to ~~re~~remain in the community and lead active, self-sufficient lives, has the Project staff
- a. obtained and equipped apartments to serve the needs of the individuals with disabilities?
  - b. developed programs to care for those individuals residing in the CLAs?
  - c. hired and trained Czechoslovakian professional practitioners in the home care of individuals with disabilities?
  - d. monitored and supervised local practitioners serving the residents?

- e. provided all necessary in-house services to enable individuals to function personally, academically, and professionally?
- 4. Has the Project staff been effective in providing for ongoing comprehensive treatment and support services to CLA residents?
- 5. Is DUHA viable as a partner and main service provider for the CLAs?

#### Economic, Political, and Social Context of the Project

The project "Training Institute and Community Living Arrangements" is being implemented during a period of rapid economic, political and social change in Czechoslovakia. The 1989 revolution, which replaced a Communist regime of central control and authoritarianism with a democratically elected government committed to human rights, created an environment hospitable to this Project. Indeed, the initiation of this Project should be viewed as part of a broader human rights commitment to all citizens, including those with disabilities. While this philosophical commitment has created a solid foundation upon which to launch this Project, a number of issues associated with the rapid changes occurring in the country have resulted in problems and barriers that need to be addressed. These include: lack of a legal foundation and infrastructure to accommodate Non-Governmental Agencies (NGO's); change of personnel in key government positions; competition for limited

social service resources; bureaucratic mentality and lack of a sense of personal empowerment; and continuing commitment to institutionalization as treatment of choice for people with disabilities.

Lack of Legal Structure to Accommodate Non- Governmental Agencies (NGO's)

While much publicity has accompanied the attempts of the current Czechoslovakian government to privatize the economy, a parallel problem receiving less public attention has been the attempt to create a human service delivery system that utilizes various community resources and non-profit organizations. One of the barriers encountered by this Project has been the absence of laws that recognize the legitimacy of these Non-Governmental Organizations (NGO's) and provide opportunities for them to receive funds and become integrated into the human service delivery system. Because of the pressing problems facing the legislature in the months ahead, it is not likely that the necessary NGO legislation will be forthcoming in the near future.

The lack of necessary legislation is being used to question the legitimacy of DUHA as a viable organization to receive government funding. It appears, however, that decisions can be made to support NGO's when an individual government official chooses to do so. When approval of funding is denied, the lack of enabling legislation is used as the primary rationale.



### Change of Personnel in Key Governmental Positions

The recent elections and related events have led to the resignation of President Havel and to the probable split of Czechoslovakia into two separate countries: The Czech Republic and The Slovak Republic. As mentioned above, these events will command the attention of the government and the legislature in the months ahead.

The political changes occurring in Czechoslovakia have also resulted in the replacement of key personnel who were instrumental in gaining early support for the Project. Primary among these is Dr. Martin Bojar, the former Czech Minister of Health. The Project evaluators met with Dr. Bojar on the evening he left office and were very impressed with his vision and commitment to improving the conditions of individuals with disabilities and including them in the mainstream of society. While he was optimistic about the receptivity of his successor in the Ministry of Health to continue the activities he initiated, it is clear that the Project has lost a key supporter.

Recent political changes have also resulted in other ardent Project supporters being replaced. For example, the Lord Mayor of Prague and all of his appointees have left office, and the entire professional staff of the Social Integration Center (SIC) in Prague 3 was fired due to internal factionalization.

The recent turnover of personnel in key positions in the national government and in the Prague municipal government has resulted in a new cast of characters who may not have the same

commitment to the Project or to efforts to integrate people with disabilities into the community as did their predecessors.

Project staff members are faced with the challenge of educating and gaining the support of a new group of government officials whose own political futures are uncertain.

#### Competition for Limited Social Service Resources

Mrs. Martinovska, Vice Mayor of Prague in charge of social welfare programs, made it clear to the evaluators that funds for Community Living Arrangements (CLAs) would be viewed in the context of various other social service needs and problems. It was her opinion that, compared to the needs in education and programs for the elderly, the CLA's were not viewed by the municipal government as a top priority. Consequently, there are no plans at this time to honor the pledge made previously by the Lord Mayor's office to match AID/JDC funding for the CLAs.

#### Bureaucratic Mentality and Lack of Sense of Personal Empowerment

While many changes have been made in Czechoslovakian society over the past few years, the culture is still living with the remnants of the bureaucratic mentality that was endemic during the Communist era. In conversations with parents, professionals in special education, and government officials, it was apparent to the evaluators that many individuals seemed resigned to the inevitability of bureaucratic barriers that could not be surmounted. People did not feel "empowered" to make changes in the system or in the thinking of government officials. A major

challenge for this Project is to identify and support potential change agents who believe that they can make a difference.

Commitment to Institutionalization as Treatment of Choice for People with Disabilities

One of the cultural barriers confronting the Project is the prevailing attitude among many key people in society that people with disabilities have limited potential and that the best treatment for many is to place them in institutions. Lacking concrete examples of alternative approaches, the traditions and practices of the past still dominate the thinking of many, including government officials, physicians, university faculty, and members of the parents' group for people with disabilities (S.P.M.P.). Project leaders face the challenge of educating political leaders, parents, and professionals about alternatives to institutionalization through activities of the Training Institute and by providing concrete examples of successful CLAs.

Team composition and study methods

The evaluation team consisted of Dr. Ralph Fessler, Professor of Education and Director of the Division of Education at Johns Hopkins University, and Dr. Marjorie Fessler, Supervisor of Special Education Evaluation at The Kennedy Krieger Institute, a Johns Hopkins affiliated institute for children with disabilities. Both evaluators have had extensive experiences in regular and special education as well as in project evaluations.

In order to answer the study questions, information was gathered from a variety of sources. In February 1992, the

evaluators met with the Projects Co-Directors, Pesach Gitelman and Stefan Rothchild, in Jerusalem to discuss the project and review the need for an external evaluation. Prior to departing for Prague, the evaluators spoke with four of the expatriate professionals (Drs. Kiernan, Agosta, Gartner, and Herr) who served as instructors for the first cohort of trainees. Relevant documents were also reviewed, including the Project prospectus and the quarterly progress reports prepared by co-directors Gitelman and Rothschild, which summarized the progress made toward each goal during the first year of the Project.

During the course of the site visit to Prague, the evaluators met with the following individuals and groups:

- Project staff, including Pesach Gitelman, Pavla Baxova, Radka Sokoupova, and Roman Bramberger.
- members of the first training cohort, including Pavla Baxova, Radka Sokoupova, Mirka Litomiska, and Yvonna Lucka.
- representatives of Charles University, including Professor Marie Cerna, Vice Dean for Special Education and Director of the DGTI, and Vice-Rector Zdenek Lojda
- representatives of parent groups, including Michaela Frycova, head of DUHA, and Dr. Zelimir Prochazka, head of the Prague chapter of S.P.M.P
- Leos Jirasek, project manager for the U.S. Agency for International Development

- local government officials, including Mrs. Martinovska, Vice Mayor of Prague and Milena Cerna, Chair of the Welfare Committee in the Lord Mayor's office
- outgoing Minister of Health Martin Bojar and his assistant, Slavomil Hubalek
- Magdalena Kalouskova, Manager of DUHA House (session held at the group home)
- Jiri Chari of the Samaritans Association of the Czech Republic.

Visits were made to DUHA house, a group home established by DUHA, and to a sheltered workshop for adults with mental retardation. The evaluation team also attended a training session for the CLA counselors and were involved in the interviews with prospective second cohort members. Pesach Gitelman and Pavla Baxova were invaluable in arranging the numerous appointments.

## Findings and Conclusions Related to the Study Questions

The following are the evaluation team's findings and conclusions related to each of the study questions.

### Findings and Conclusions Related to Training of Professionals who Provide Care for Individuals with Disabilities

#### Recruiting Quality Expatriate Professionals

The evaluators were very favorably impressed by the quality and scope of the DGTI program. Review of the credentials and reports of the expatriate professionals, as well as extensive conversations with them, indicated that they possessed an exceptionally high level of skills and a strong commitment to the goals of the Project. They provided the students with new and stimulating ideas regarding the rights and needs of individuals with disabilities as well as furnishing numerous methods for helping families and professionals meet those needs. Extensive efforts were made to assure that the presented material was relevant and practical vis-a-vis Czechoslovakian society.

#### Recruiting of Czechoslovakian Counterparts for Training

Interviews with members of the first cohort confirmed that a corps of specialized Czechoslovakian professionals has been recruited to train other professionals. The members of the first cohort are a diverse group of professionals (including

physicians, psychologists, and educators) who stand ready to transmit their knowledge to others. Moreover, attorneys in both private practice and government service and psychologists affiliated with Charles University have been enlisted to provide guest lectures and additional training. The Project team has made good progress toward assuring that Czechoslovakian professionals are able to sustain the training program subsequent to the termination of direct JDC involvement.

#### Developing a Curriculum Addressing the Specific Needs of Czechoslovakian Professionals

Review of the curriculum utilized by the first cohort indicated that it was comprehensive, current, relevant, and appropriate to the needs of a changing Czechoslovakian society. The evaluators were especially gratified to see that it included a substantial amount of material devoted to perceptions and attitudes toward individuals with disabilities as well as information regarding advocacy and family support. Given the prevailing social attitudes in Czechoslovakia toward those with disabilities and the wide use of special schools or institutions as the only treatment facilities, the content matter selected for the curriculum was germane and relevant.

#### Implementing Training Program

The DGTI program appeared to be in place and functioning effectively. The expatriate professionals who served as instructors used a wide variety of teaching methods to encourage the first cohort students to integrate the new information

provided to them. In addition to more formal lectures, the students participated in many small group discussions, role-playing experiences, and panel presentations. Videos and visits to institutions and other care programs were also included in the training course. Interviews with both the expatriate professionals and members of the first cohort indicated a great deal of satisfaction regarding the content and experiences provided. Because the Institute sessions required cohort members to spend an extensive amount of time away from their jobs, students expressed a desire for a shorter and less intensive course. Accordingly, the course period for the second cohort has been shortened from nine to five weeks and methods of providing a more varied and less intensive daily schedule are being sought.

#### Identifying and Training of Supervisors

The first cohort has finished the DGTI course and efforts have been made to provide these professionals with additional training in supervision and management techniques so that they may serve as supervisors of other newly trained professionals. Katarina Durecova, a psychologist from the Medical School of Charles University, will be working with a group of first cohort members to provide some of this training. It is important that this group of professionals be empowered to provide one another mutual support in their efforts to assure that individuals with disabilities are integrated as fully as possible into society.



### Training of CLA Professionals Within the Training Program

Training of the CLA professionals was underway during the site visit to Prague. Activities have included lectures, seminars, and a variety of field experiences to provide participants with direct interaction with individuals with disabilities. The evaluators attended one of the training sessions and spoke with Project staff about the CLA counselors' qualifications and progress. Concern was expressed by Mrs. Sokoupova and others on the Project staff about the limited experience of the CLA counselors as well as their resistance to the use of more modern techniques (such as behavioral management strategies) to teach living skills and encourage autonomy in CLA residents. The expertise of Katarina Durecova was enlisted to provide additional training to the counselors beyond that encompassed in the training sessions by Nitzan Mor. Specifically, efforts will be made to incorporate role-playing, simulation activities, and additional practicum experiences in order to furnish the CLA counselors opportunities to practice the new skills they have learned. In addition, a field trip is being planned to Vienna to visit an operating CELA.

Mrs. Durecova will work with Pesach Gitelman, Pavla Baxova, and staff from DUHA House to assure that CLA staff have additional experiences with individuals with mental retardation (preferably the first CLA's residents) prior to the opening of the first CLA apartment in September, 1992. Ms. Durecova will also provide training to the CLA counselors in effective

interpersonal communication to assure that they will be able to provide one another maximal mutual support and peer coaching when the CLA opens.

#### Findings and Conclusions Related to the Integration of Training Programs with Existing Academic Programs and Facilities

#### Establishing Specialized Training Institute Under the Auspices of Charles University

The Project team has met the goals of integrating the training program with existing Charles University programs and facilities. The Desider Galsky Training Institute (DGTI) has been established, with Dr. Marie Cerna, Vice Dean of Special Education at Charles University, as its Director. Mrs. Pavla Baxova, a member of the Project team, has been appointed as Dr. Cerna's assistant. The DGTI has been effectively integrated within the University, with the University officially granting a diploma for completion of the training course. Vice-Rector Lojda expressed much satisfaction about the arrangement and stressed his support of the Project goals.

#### Organizing Seminars, Symposia, and Joint Teaching with Charles University

With respect to the establishment of seminars, symposia, and joint teaching with Charles University, progress has been a bit slower. Dr. Cerna indicated that many members of the Special Education Department still hold rather traditional and conservative ideas regarding the integration of individuals with

disabilities in regular education settings. Therefore, it will be an uphill battle to convince them to include ideas such as inclusion and mainstreaming in their courses. She remains committed to the DGTI, however, and seemed receptive to exploring such ideas as having University students who were interested in having CLA experiences earn credits for such practicum arrangements.

#### Providing Charles University with a Basic Professional Library

The establishment of the professional library at Charles University has progressed well. Several books were ordered and have arrived. In addition, there are many current professional journal articles in both English and Czech. Dr. Agosta, one of the expatriate professionals, has arranged for subscriptions to two professional journals and for several publishers to send complimentary copies of texts. The notes, handouts, and videotapes used by the expatriate professionals have been made available to students as well. The Project evaluators brought additional materials (such as books and training materials) to be included in the library.

#### Using existing Charles University Facilities to House and Train Czechoslovakian Professionals

The integration of DGTI and University has included use of existing University facilities to house and train Czechoslovak professionals. DGTI classes were taught in University facilities, and Dr. Cerna secured an office at the University which is shared by the DGTI and CLA staff. In addition, JDC

provided Charles University with student stipends for those involved in the DGT program, and purchased a personal computer (PC) for the University to use for student registration and related activities for the Institute.

#### Obtaining Special Status for JDC Professionals to Enable Them to Participate in All University Facilities

The facilities of Charles University have been made fully available to the JDC professionals. Examples include University housing for expatriate professionals, use of University dormitories by cohort groups during training sessions, and full access to the University library.

#### Findings and Conclusions Related to the Establishment of Community Living Arrangements (CLAs)

##### Obtaining and Equipping Apartments

Due to the multiplicity of political and economic changes in both Prague and Czechoslovakia over the past few months, progress on the CLAs has been a bit slower than had been planned. Of particular importance was the departure of the Lord Mayor of Prague and much of his staff and the filling of that office by another mayor who is not as supportive of the Project as was his predecessor. This change has resulted in the need to seek another venue for the first CLA. At present, two apartments have been secured, one in Prague 13 and one in Prague 10. Plans are underway to furnish the Prague 10 apartment during August and to

open it with four adult residents in September, 1992. Project staff members also are planning for the opening of the second CLA site in Prague 13.

#### Developing Programs to Care for Individuals Residing in CLAs

With respect to the development of programs to care for CLA residents, monitoring and supervision of local practitioners serving the CLA residents, and provision of in-house services, plans are progressing but are not yet complete. Much of this work hinges on the selection of the residents so that their needs may be determined. At present, the Project team has identified 12 potential CLA residents, four of whom will be chosen shortly to live in the Prague 10 CLA. Once those men have been selected, their needs will be determined and the Project team will move to develop individualized programs, secure appropriate services, and find local practitioners to serve them.

#### Hiring and Training Czechoslovakian Practitioners in the Home Care of Individuals with Disabilities

As indicated in the narrative above, six CLA counselors have been identified and are currently completing their training.

#### Monitoring and Supervising Local Practitioners Serving the Residents

Katerina Durecova will provide practitioners with additional training in communication and behavioral management, and will also serve as a supervisor once the CLA opens. Mrs. Durecova is trained in applied behavioral management techniques, is very enthusiastic about this Project, and has many excellent ideas

about the training needs of CLA counselors. She did indicate that she felt the need for additional training and assistance in designing and implementing the on-going training and support systems for the CLA staff.

Findings and Conclusions Related to the Effectiveness of the Project Staff in Providing Ongoing Comprehensive Treatment and Support Services for CLA Residents

As noted above, this objective is in process. It will be impossible to assess the provision of ongoing comprehensive treatment and support services to the CLA residents until the CLAs are actually in operation. As noted earlier, the training program is addressing this need and plans are being made to provide appropriate services.

Findings and Conclusions Related to Viability of DUHA as a Partner and Primary Service Provider for the CLAs

DUHA ("rainbow" in Czech) is a non-profit organization founded in 1991 for the purpose of promoting, planning and administering programs that integrate people with mental retardation into community work and living arrangements. The leader of this group is Mrs. Michaela Frycova, a very energetic women dedicated to the goal of normalization. DUHA has a ten

member board of directors that includes an economist, several psychologists, special educators, and an architect.

Mrs. Frycova has been successful in convincing the Lord Mayor's office to support a new group home and sheltered workshop in the amount of 300,000 Crowns. This facility, which opened in 1992, provides a living environment, educational programs, and sheltered workshops that are dramatic improvements over the institutional environment experienced by most individuals with mental retardation in Czechoslovakia.

During this past year there was some public controversy about the DUHA operation. The person who was originally hired as manager of DUHA projects was accused of making some extravagant purchases, including expensive furniture and a car. After considerable publicity and criticism, this individual resigned. It should be noted that Mrs. Frycova was among the critics of this person and very distressed by the events. In conversations with individuals knowledgeable about this situation, the consensus was that the controversy is over and that DUHA's reputation has been restored.

It is clear that Mrs. Frycova is an effective advocate and fund raiser for projects that support the integration of people with mental retardation into mainstream working and living environments. She is also very open about her need for additional training and education, and looks to JDC and the Institute for support and help.

total program and allow for the inclusion of their expertise in the planning process.

2. While the quality of Institute sessions was excellent, a number of participants and faculty commented on the intensity of the schedule and the lack of opportunity to integrate theory and practice. Formats should be considered that give participants opportunities to apply and explore ideas gained from the Institute in their professional work settings or in arranged practicum experiences. Some possibilities might include:

- follow up visits of Institute faculty to participants in the workplace or practicum settings.
- pairing of participants as "peer coaches" to provide mutual support and feedback during the period between Institute sessions.
- support seminars that bring small groups of participants together to share experiences and apply and adapt information gained from Institute sessions.



- interaction of expatriate faculty from previous sessions with participants at subsequent sessions through telephone conference calls
- continuation of the practice begun by some expatriate instructors of using teaching methods that emphasize active student participation through role playing, simulations, cooperative learning strategies, and group application projects.

3. Consideration might be given to videotaping sessions conducted by expatriate instructors and including a collection of such tapes in the Institute's professional library.
4. Given the problems of implementing this Project in the context of the political, social and economic changes described earlier, specific Institute sessions should be devoted to topics that will support participants' efforts in creating and maintaining societal changes in the ways people with disabilities are served. Examples of topics might include:

- identifying and supporting parent advocates for change
- sensitizing government officials to the problems and alternatives available to people with disabilities and their families
- strategies for raising public awareness of the problems and opportunities available for people with disabilities

5. Consideration should be given to inviting key government officials and policy makers to selected Institute sessions designed to heighten their awareness of the needs of individuals with disabilities and of alternative educational programs and community living arrangements that have been successfully implemented elsewhere.

#### Recommendations Related to Encouraging Integration of Training Programs Within Existing Academic Programs and Facilities

As indicated previously, considerable integration has occurred between the Institute activities and Charles University. An interdisciplinary faculty advisory committee has been established, University facilities have been made available to the Project, and the administration has supported the venture

with enthusiasm. It would further the goals and objectives of the Project if faculty members in Medicine and Special Education were more involved in the Project. The following recommendations are offered to increase their participation and to encourage their sense of commitment and investment in the Project and its goals:

1. Members of the Faculties of Medicine and Special Education should be encouraged to participate in the Institute training sessions. The most desirable situation would be for selected faculty to be full participants in the cohort group, serving both as students and as resource people to the Project. An alternative would be to invite key faculty to lectures or seminars being conducted by expatriate instructors.
2. Attempts should be made to encourage greater interaction between Charles University faculty and expatriate instructors. This might include personal meetings and discussions related to alternative programs for persons with disabilities, and exploration of possible visitations of programs in the West.
3. Project directors should consult with Dr. Cerna to explore the possibility of

identifying graduate students who could pursue graduate programs at Western universities. Young scholars who study and experience alternative models for integrating people with disabilities into the mainstream could become the next generation of leaders to infuse new ideas into the system and become "champions" of reform movements. Alternatives for financial support for this endeavor could include applying for Fulbright Scholarships or graduate stipends available at many American universities.

4. As the Project winds down, consideration should be given to integrating the library materials collected for the Institute into the Charles University Library. The transfer of these materials might be accompanied by an annotated bibliography and an orientation session to familiarize Charles University faculty with the new materials.
5. Consideration should be given to offering Charles University faculty members the opportunity to work with Project directors and staff in evaluating the efficacy of Institute training sessions and the community living arrangements. Jointly written

articles might emerge from this process. The key here is to provide opportunities for faculty to become more engaged in Institute activities and build a greater sense of ownership.

Recommendations Related to Establishing Community Living Arrangements (CLAs)

As indicated earlier, despite various problems and barriers related to the current climate in Czechoslovakia and Prague, two apartments have been procured and plans are proceeding to open the first CLA in Prague 10 in the fall of 1992. Training of CLA counselors has begun, and 12 individuals have been identified as potential residents. The following recommendations are offered to assist in the preparation for the opening of the inaugural CLA:

1. Project staff should identify the four individuals who will be the first CLA residents as soon as possible. Counselors in training should meet these individuals in their current living arrangements and, with the support of the Institute staff, begin developing individualized plans for each. The integration of the training program with direct applications to the needs of the

actual residents of the CLA will make the preparation more meaningful and relevant.

2. Project staff should review existing curricula that have been developed to prepare and support counselors and support staff for working in CLAs. Examples include:

- Direct Care Basic Skills

- Curriculum- Developed by the University Affiliated Facility, University of Medicine and Dentistry of New Jersey

- Adult Human Services Curriculum

- Developed by the Eunice Kennedy Shriver Center

- OMRDD Instructional Material

- Developed by the New York State Office of Mental Retardation and Developmental Disabilities

Copies of these and related materials are being forwarded to the Institute's professional library.

3. Consideration should be given to initially moving two residents into the first CLA, then adding the second two after a period of

accommodation has occurred. This "phase-in" approach would give the counselors time to identify and resolve potential problems in a less complex social system.

4. Continuity in training and supervision of CLA counselors is being planned. Care must be taken to assure that adequate continuing education and support is provided by the Project staff.
5. There appears to be a need for additional training and support for Mrs. Dureccova, who is training and will be supervising the CLA counselors, and for the staff at DEUHA. It is recommended that the Institute bring in an expatriate specialist who knows existing curricula in this area and who can teach the professional staff needed supervisory and management skills. It would be desirable to identify an individual who would be willing to maintain a long-term relationship with the Project and staff and be available for consultations and further support..

Recommendations Related to Providing Comprehensive Treatment and  
Support Services for CLA Residents

Since the implementation of this component of the Project awaits the opening of the CLAs, no specific recommendations are offered at this time. The recommendations in the previous section regarding the establishment of CLAs are closely related to this Project objective and should be reviewed.

Recommendations Regarding DUHA as a Viable Partner

Although limited in experience and lacking a track record of successful management of human resource programs, DUHA brings to the table an energetic leader who is committed to the integration of people with mental disabilities into community settings. Given the reluctance to embrace this philosophy in the broader society, the DUHA commitment to integration and normalization is a considerable plus for this Project. Consequently, the evaluation team endorses the partnership with DUHA within the framework of the following recommendations:

1. DUHA should be recognized as the JDC partner in preparing for and supporting the CLAs in this Project.
2. JDC should provide training for DUHA staff in managing the project, including professional skills for operating and supervising CLAs as well as management skills in organizing and implementing community living projects.



3. Until such time that DUHA demonstrates its ability to manage a project of this magnitude, JDC and the Project staff should provide careful supervision of activities.
4. Fiscal control of Project funds should be maintained by JDC or an intermediate group identified by JDC.

### Summary and Final Conclusions

The evaluation team was very impressed with the vision, leadership and direction given this Project by its co-directors Pesach Gitelman and Stefan Rothchild, and with the potential for this Project to make a real difference in the lives of people with disabilities. Based on the evidence gathered, it is apparent that the Project has been very successful in designing and implementing a high-quality training program for Czechoslovakian professionals. In addition, considerable progress has been made toward the goal of integrating the training institute into the existing structure of Charles University, especially in the areas of support and endorsement of the University administration. More needs to be done to encourage University faculty to become more invested in the Institute and the Project. Progress toward the goal of establishing Community Living Arrangements (CLAs) has been slowed because of factors such as a lack of a legal foundation and infrastructure to accommodate Non-Governmental

Agencies (NGO's); change of personnel in key government positions; competition for limited social service resources; bureaucratic mentality and lack of sense of personal empowerment; and a continuing commitment to institutionalization as treatment of choice for people with disabilities. Despite these problems, two apartments have been obtained and plans are proceeding for the first CLA to open in the fall of 1992. A training program for CLA counselors is currently underway, and plans are being made to provide continued support and supervision for the counselors and residents after the CLA is established. Finally, the evaluation team recommends that DDUHA be embraced as a partner in this Project, providing that appropriate training and support (including adequate supervision) is given in developing the professional and management skills necessary to administer CLAs.

The recommendations section of this report contains specific suggestions for further strengthening Project components. Many current Project activities and various recommendations offered focus on efforts to support and encourage the emergence of advocacy groups to champion the integration of people with disabilities into the mainstream of Czechoslovakian society. Several graduates of the first cohort exhibit commitment and enthusiasm to work towards this goal, and additional potential leaders are likely to emerge from the second cohort group. These individuals need encouragement, more knowledge and information, and support from the Project and each other in order to maximize their potential as change agents. Some of these individuals are